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ABSTRACT

The Upper Peninsula Center for Educational Development (UPCED) exists to meet the professional development, curriculum development, leadership training, school improvement, and school management needs of the schools in Michigan's Upper Peninsula. This paper discusses the origins, organization, and operation of the center which developed out of a need to make consulting and field services available to educators. Funding as well as facilities and equipment for the center are discussed. A list of activities and services that are completed or underway is included. The collaborative efforts of the agencies that formed the UPCED partnership have a positive effect on education in Michigan. (SI)

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THE UPPER PENINSULA CENTER FOR EDUCATIONAL DEVELOPMENT: ORIGINS, ORGANIZATION AND OPERATION

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THE UPPER PENINSULA
CENTER FOR EDUCATIONAL DEVELOPMENT:
origins, organization and operation

I. Introduction

The Upper Peninsula Center for Educational Development exists to meet the professional development, curriculum development, leadership training, school improvement and school management needs of the schools in Michigan's Upper Peninsula.

There are sixty-three K-12 school districts spanning the 16,446 square miles which comprise the Upper Peninsula of Michigan. They serve the educational needs of 58,500 students with 2,770 teachers and 250 administrators. Over 330,000 people live in villages, townships, and cities across the peninsula. Ironwood on the west, is 330 miles from Sault Ste. Marie to the east and Calumet is 240 miles north of Menominee in the south. The population per square mile is 20, compared to a state average of 217. The educational needs of this rural population are numerous and diverse. Attempts by educators from various agencies to meet these needs led to the formation of a unique partnership for the purpose of using all available resources to best meet the educational needs of all students in the Upper Peninsula of Michigan.

II. Origins

Alexander J. Kloster, Professor of Educational Administration at Northern Michigan University (NMU), became painfully aware of the lack of consulting services available to educators

in NMU's service area. He and other professionals made themselves available as time and resources permitted. However, it was obvious that a field services component needed to be added to the University's mission.

In 1984, Dr. Wesley J. Little was hired as Dean of the School of Behavioral Sciences and Human Services at the University. His experience in outreach activities confirmed his belief in collaboration as a means to improving educational opportunities for students in rural areas.

Meanwhile, local school district superintendents were working with Intermediate School District (ISD) superintendents to identify delivery systems which could meet their needs for improving educational opportunities for students. ISD superintendents, with financial and consulting assistance from The Michigan Department of Education, were working independently on several school improvement projects. Furthermore, they were all looking for some agency or person to whom they could turn to acquire resources and assistance in developing skills they lacked.

Concurrent with this scenario, costs for support services were eroding already limited school district budgets, while the furor nationally to shore up "mediocre" schools called greater attention to the need to earmark revenues for school improvement.

The subsequent announcement that the Michigan Department of Education was making $25,000 available for every ISD to identify strategies for reducing the cost of transportation was welcomed

and timely. Lacking personnel to implement such a study, all ISDs, except Marquette-Alger, who had already initiated such a study, deferred action. As they discussed plans for the studies, it became apparent to ISD superintendents that conditions were right for the ISDs, Northern Michigan University and the State Department of Education to pool their resources to complete an Upper Peninsula wide transportation and curriculum needs assessment study. To accomplish the study, they formed the "NMU Center for Educational Development". Drs. Little and Kloster met with ISD superintendents and Dr. Phillip O'Leary of the Michigan Department of Education to work out details of organization and operation and the "Center" was born. It was agreed that resources would be used for funding the study and other projects to improve educational services to the region.

The six contributing ISDs and the one cooperating ISD, along with NMU faculty and administrators formed an advisory board which gave direction to the Dean and the Center Director during the completion of the study. The six ISDs contracted with Northern Michigan University Center for Educational Development to complete the study and provide other consulting services on a fee basis. They each contributed $22,000, while NMU provided the facilities, $25,000 toward salaries, and earmarked all associated consulting fees for the work of the center.

III. Organization

Successful completion of the Transportation Study, hosting professional development programs, and completing several school management consulting projects helped the Center establish itself as a credible entity. It also became apparent that the three agencies could work cooperatively. This, coupled with the mounting concern for school improvement, and the fact that the W. K. Kellogg Foundation had expressed an interest in improving education in the Upper Peninsula of Michigan, paved the way for the new, and more comprehensive, Upper Peninsula Center for Educational Development.

Housed at NMU, the Center is governed by a Board of Directors made up of three ISD superintendents, three NMU employees and a representative of the Michigan Department of Education. A Director of the Center was hired to be responsible for leading and directing its activities. Financing comes from ISDs, NMU and The Michigan Department of Education.

IV. Operation

The "Nation at Risk", Teacher Effectiveness Training, Effective Schools Research, the Carnegie Report, emphasis on school improvement from the Michigan Department of Education, local citizens, and others, heightened the awareness of the need to bring about change. Efforts by Upper Peninsula educators to plan for school improvement, and the interest that the W. K. Kellogg Foundation had expressed in helping to do so seemed to

open the way to the new partnership. The Upper Peninsula Center for Educational Development (UPCED) submitted an application for a grant to the W. K. Kellogg Foundation to develop a three year Upper Peninsula Effective Schools Professional Development Program. The program was funded and is being implemented. The following chart illustrates the funding of the three year project:

W. K. Kellogg Foundation	$ 326,600.00
Michigan Department of Education	75,000.00
Seven Upper Peninsula ISDs	69,300.00
Northern Michigan University	69,300.00
TOTAL	$ 540,200.00

In addition, NMU continues to provide facilities and equipment and maintain its commitment to consulting services through assignment of a faculty member, one sixth time.

V. Activities and Services of the Center

The following activities and services have been completed or are underway:

Upper Peninsula Effective Schools Professional Development Program
Provides professional development opportunities, using effective schools research, to teachers and administrators to bring about improvement in teaching and learning throughout the Upper Peninsula of Michigan. To date, 49 school districts have committed to the program by releasing teachers for training.

Rural Superintendent Seminars
Seminars for leadership and management.

School District Re-Organization Studies
Conducted school district reorganization studies for interested school districts.

School District Management Studies

Conducted studies on building use, budgeting, maintenance, transportation, staff evaluation, and evaluation of facilities for school districts.

School District Curriculum and Evaluation Studies

Upper Peninsula Principals Academy

Programs to date include:
Legal Issues for Principals
The Michigan Tenure Act
Personnel Recruitment and Selection
Teacher Evaluation "How To" and Legal Aspects of
Implementing the Concepts of the One Minute Manager
Cooperative Learning Strategies To Improve Teaching
The Role Of The Principal In Effective Schools
School Improvement Planning and Effective Schools Research

Michigan Academy for Principal Preparation

Four assessors trained by NMU
Hosted "Springfield" in 1988
Hosting Assessor Training in March '89.
(25 Assessors will be trained)
Plan to host an Assessment Center in 1990

Michigan Leadership for School Improvement Project (MLSIP)

Seven school districts participated in this year long school improvement program. A team from the Upper Peninsula Effective Schools Professional Development Project is currently involved.

A six month LSIP program will begin in May of 1989. It is expected that up to fifty of the Upper Peninsula School Districts will participate.

Training for School District Support Service

Personnel - business office, transportation, operations, maintenance, paraprofessionals, food services, consulting and library.

VI. Evaluation of UPCED Activities

What have been the outcomes? Has anything changed as a result of the Center? There are 63 school districts in the Upper Peninsula of Michigan. To date:

49 school districts are involved in the Upper Peninsula Effective Schools Professional Development Program.

23 school districts have implemented cost reduction recommendations in transportation totaling over $300,000.

Two school districts have implemented school improvement plans.

160-180 school administrators have attended two or more Professional Development Programs.

Over 35 school districts have entered into cooperative academic programs to enhance curriculum offerings.

25 principals have improved leadership skills in a Springfield Program under the auspices of the National Association of Secondary School Principals.

Other examples could be cited, but suffice it to say that the collaborative efforts of the agencies which formed the UPCED partnership are having a positive effect on educators. These efforts are also beginning to attract the attention of rural educators in the Upper Peninsula of Michigan and around the nation. Survival of public education as we know it today may be the incentive for more such collaborative efforts.